



Fort Mill School District

120 East Elliott Street
Fort Mill, South Carolina

Grades	PK-12 District	
Enrollment	9,425 Students	
Superintendent	Dr. V. Keith Callicutt	803-548-2527
Board Chair	Jan Smiley	803-548-7258

THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Good*
2008	Excellent	Excellent
2007	Good	At-Risk
2006	Excellent	Good
2005	Excellent	Excellent

* The District's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

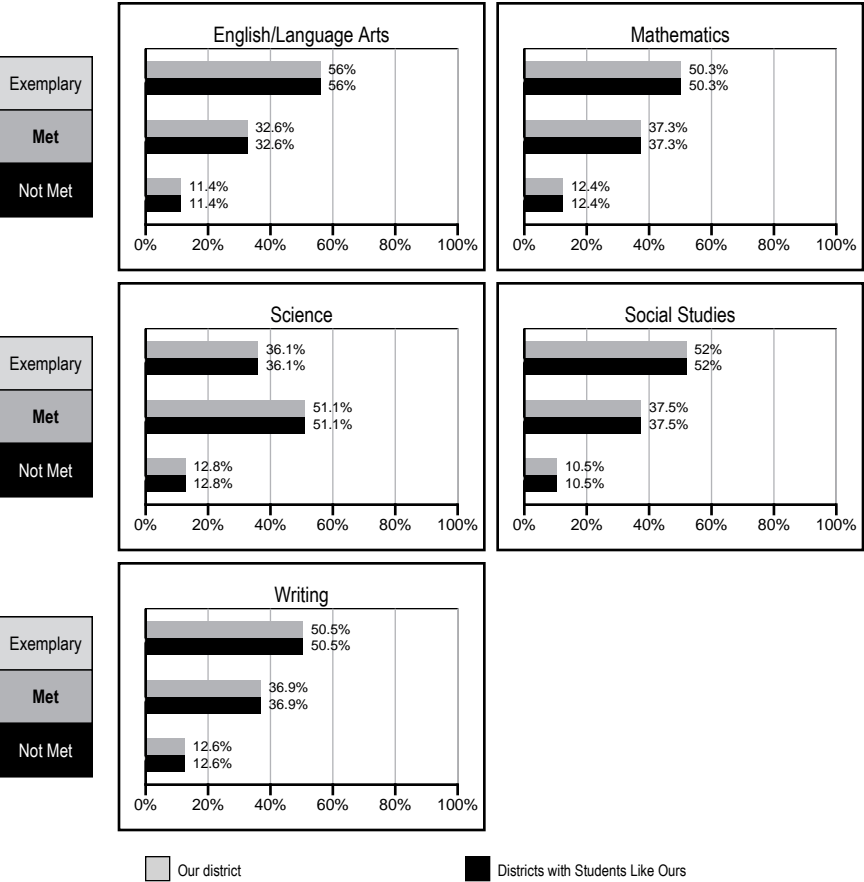
91.7%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	0	0	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed both subtests	92.3%	95.5%	94.6%	92.3%	95.5%	94.6%
Passed one subtest	4.4%	3.4%	3.5%	4.4%	3.4%	3.5%
Passed no subtests	3.3%	1.1%	1.9%	3.3%	1.1%	1.9%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	95.9%	95.9%
English 1	92.0%	92.0%
Physical Science	78.9%	78.9%
US History and the Constitution	65.9%	65.9%
All Subjects	84.1%	84.1%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=9,425)				
First graders who attended full-day kindergarten	99.7%	Down from 100.0%	99.7%	99.7%
Retention rate	1.2%	Down from 1.7%	1.2%	3.1%
Attendance rate	95.8%	Down from 96.4%	95.8%	95.7%
Eligible for gifted and talented	28.6%	Down from 29.2%	28.6%	11.2%
With disabilities other than speech	7.3%	Up from 6.9%	7.3%	10.6%
Older than usual for grade	1.4%	Down from 1.5%	1.4%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	No Change	0.8%	0.5%
Enrolled in AP/IB programs	18.2%	Up from 15.3%	18.2%	10.5%
Successful on AP/IB exams	84.0%	Down from 85.1%	84.0%	51.2%
Eligible for LIFE Scholarship	46.9%	Up from 32.4%	46.9%	30.8%
Enrolled in adult education GED or diploma programs	26	Up from 14	26	40
Completions in adult education GED or diploma programs	26	Up from 14	26	30
Annual dropout rate	1.5%	Down from 2.5%	1.5%	3.4%
Teachers (n=682)				
Teachers with advanced degrees	62.2%	Up from 58.9%	62.2%	56.8%
Continuing contract teachers	79.8%	Up from 77.0%	79.8%	76.7%
Teachers with emergency or provisional certificates	2.2%	Up from 1.9%	2.2%	4.6%
Teachers returning from previous year	92.7%	Up from 92.4%	92.7%	88.4%
Teacher attendance rate	94.9%	No Change	94.9%	95.0%
Average teacher salary*	\$50,477	Up 6.3%	\$50,477	\$46,992
Vacancies for more than nine weeks	0.1%	Up from 0.0%	0.1%	0.4%
Professional development days/teacher	13.1 days	Down from 14.2 days	13.1 days	13.1 days
District				
Superintendent's years at district	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 20.6 to 1	21.1 to 1	20.5 to 1
Prime instructional time	89.3%	Down from 89.5%	89.3%	89.8%
Dollars spent per pupil**	\$8,908	Up 11.2%	\$8,908	\$9,279
Percent of expenditures for teacher salaries**	56.5%	Down from 57.5%	56.5%	52.7%
Percent of expenditures for instruction**	58.2%	Down from 59.3%	58.2%	56.7%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	10	No Change	10	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	1.9%	Up from 1.8%	1.9%	3.5%
Average age in years of school facilities	11 Years	Down from 12 Years	11 Years	28 Years
Number of schools with SACS accreditation	10.0	No Change	10.0	8.0
Parents attending conferences	98.4%	Up from 98.1%	98.4%	93.9%
Average administrator salary	\$89,658	Up 5.6%	\$89,658	\$79,261

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	263	97.3%	3132	84.1%	602	90.0%	Yes
Gender							
Male	136	96.3%	1600	86.1%	305	88.5%	N/A
Female	127	98.4%	1532	82.0%	291	92.1%	N/A
Racial/Ethnic Group							
White	234	98.3%	2527	86.7%	506	91.5%	N/A
African American	17	82.4%	360	70.3%	53	75.5%	N/A
Asian/Pacific Islander	N/A	N/A	100	90.0%	11	100.0%	N/A
Hispanic	N/A	N/A	136	70.6%	23	91.3%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	22	68.2%	202	53.5%	42	52.4%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	58	65.5%	10	100.0%	N/A
Socio-Economic Status							
Subsidized meals	22	81.8%	486	66.5%	62	85.5%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2009

	Our District	Districts with Students Like Ours
Percent	97.3%	97.3%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	602	602
Number of Diplomas	542	542
Rate	90.0%	90.0%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	521	532	533	543	504	511	1558	1586		
State	484	482	496	496	471	467	1451	1445		
Nation	497	496	510	510	488	487	1495	1493		
ACT	English		Math		Reading		Science		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	21.0	22.0	22.6	22.4	22.4	22.3	21.9	22.0	22.1	22.3
State	18.9	18.9	20.1	19.9	19.7	19.7	19.6	19.7	19.7	19.7
Nation	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	21.1

Abbreviations for Missing Data

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School District Governance

Board Membership	7 trustees elected to at-large seats
Fiscal Authority	District Board/Legislative Delegation
Average Number of Hours of Training Annually	25.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

The 2008-2009 school year reminds us of 2001-2002, when the state cut back on its payment to schools even as the district faced more enrollment growth and the need to add additional facilities.

In anticipation of the impact from a slowing economy, FMSD chose to reduce travel, supplies, and other expenses, to freeze some open positions, and to use money from the district's fund balance to cover budget cuts. This helped offset some \$2.5 million in cutbacks and maintained student/teacher ratios during the year.

Despite the economy, the district continued to grow at a six percent rate. Six construction projects that are designed to address growth continued through the school year. Additional high school gymnasium space at both schools, a new stadium for Nation Ford High, two new elementary schools, and the district's fourth middle school all proceeded on schedule and under budget. The new elementary schools will add room for 1,800 additional students and ease overcrowding that led to an enrollment freeze at three existing elementary schools – Gold Hill Elementary, Orchard Park Elementary, and Springfield Elementary. The reassignment of elementary students to the new schools will significantly reduce enrollment at Orchard Park and Springfield. New schools are planned for the Fort Mill Elementary and Gold Hill Elementary attendance areas. Growth in the Gold Hill Elementary area is expected to lead to overcrowding, so the school will be frozen for the 2009-2010 school year.

Student performance continued to show improvement. Fort Mill was the only district in the state to receive an Excellent Rating on the previous year's state report card. Scores on college preparation tests, including SAT and ACT, remained among the best in the state. The Advancement Placement passing rate also remained well above national and state averages. In grades 3-8, students prepared for a new state test that replaced the Palmetto Achievement Challenge Tests. PASS (Palmetto Assessment of State Standards) will still follow the state standards that were adopted in 1998. Those standards remain among the toughest in the United States. To prepare students, the district continues to rely on MAP testing to guide teachers.

Student performance outside the classroom also led the state in many categories. High school swimmers, wrestlers, Mock Trial, and FBLA team members all earned state championships. For the second year in a row, Mock Trial team members at Springfield Middle earned a state championship, and so did archers at Springfield Elementary.

Auditors have praised the Fort Mill School District for its ability to effectively use declining resources to achieve its tradition of excellence. That loss of revenue is expected to continue as long as the state relies on a sales tax to fund school district operations. We are even more thankful today for the support of our devoted residents who make it possible for the community to put "Children First."

V. Keith Callicutt, Ph. D., Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 31 out of 33 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

N/A

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

The Fort Mill School District consists of 10 public schools with 0 of these schools, or 0%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

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N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	4419	99.9	11.3	32.7	56.0	93.8	82.8	Yes	Yes
Gender									
Male	2306	99.9	13.1	34.5	52.4	92.5	79.3	N/A	N/A
Female	2113	100.0	9.2	30.8	60.0	95.2	86.5	N/A	N/A
Racial/Ethnic Group									
White	3534	99.9	8.2	32.2	59.7	95.5	89.5	Yes	Yes
African American	515	100.0	29.8	37.1	33.1	83.5	73.7	Yes	Yes
Asian/Pacific Islander	137	100.0	7.8	22.7	69.5	95.3	92.3	Yes	Yes
Hispanic	220	100.0	21.5	36.1	42.4	88.3	76.5	Yes	Yes
American Indian/Alaskan	13	100.0	7.7	61.5	30.8	92.3	82.5	I/S	I/S
Disability Status									
Disabled	478	99.8	43.4	40.5	16.2	69.9	52.0	Yes	Yes
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
Limited English Proficient									
Limited English	132	100.0	27.9	41.8	30.3	82.0	75.1	Yes	Yes
Socio-Economic Status									
Subsided meals	828	100.0	30.8	40.1	29.1	81.0	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	4419	99.9	12.2	37.4	50.4	91.6	78.9	Yes	Yes
Gender									
Male	2306	99.9	13.2	35.3	51.5	90.5	77.0	N/A	N/A
Female	2113	100.0	11.1	39.8	49.1	92.7	80.9	N/A	N/A
Racial/Ethnic Group									
White	3534	99.9	9.1	36.6	54.2	94.0	87.2	Yes	Yes
African American	515	100.0	32.7	41.9	25.4	75.6	66.7	Yes	Yes
Asian/Pacific Islander	137	100.0	7.0	25.0	68.0	95.3	93.0	Yes	Yes
Hispanic	220	100.0	18.5	47.8	33.7	86.3	76.0	Yes	Yes
American Indian/Alaskan	13	100.0	15.4	46.2	38.5	84.6	79.5	I/S	I/S
Disability Status									
Disabled	478	99.8	49.1	37.4	13.5	60.4	45.5	Yes	Yes
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
Limited English Proficient									
Limited English	132	100.0	23.0	45.1	32.0	80.3	76.1	Yes	Yes
Socio-Economic Status									
Subsided meals	828	100.0	31.4	45.7	22.9	75.9	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	2965	99.9	12.4	51.4	36.2	87.6	67.5
Gender							
Male	1536	99.8	12.9	48.7	38.4	87.1	67.0
Female	1429	100.0	11.9	54.2	33.8	88.1	68.0
Racial/Ethnic Group							
White	2387	99.9	9.3	51.0	39.7	90.7	79.5
African American	344	100.0	33.9	50.8	15.4	66.1	50.3
Asian/Pacific Islander	81	100.0	9.2	44.7	46.1	90.8	84.3
Hispanic	143	100.0	17.9	60.4	21.6	82.1	60.7
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	324	99.7	44.9	42.6	12.5	55.1	35.6
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	82	100.0	29.9	53.2	16.9	70.1	59.6
Socio-Economic Status							
Subsided meals	551	99.8	33.4	53.0	13.6	66.6	55.1

Social Studies

All Students	2970	100.0	10.3	37.7	52.0	89.7	72.3
Gender							
Male	1552	99.9	9.6	34.0	56.4	90.4	71.5
Female	1418	100.0	11.1	41.7	47.2	88.9	73.2
Racial/Ethnic Group							
White	2378	100.0	7.9	36.6	55.5	92.1	80.7
African American	338	100.0	23.4	47.4	29.2	76.6	60.0
Asian/Pacific Islander	99	100.0	7.4	25.5	67.0	92.6	88.5
Hispanic	147	100.0	23.5	40.4	36.0	76.5	68.0
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	321	99.7	35.9	44.4	19.6	64.1	43.5
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	95	100.0	29.2	42.7	28.1	70.8	67.9
Socio-Economic Status							
Subsided meals	564	100.0	29.2	46.9	23.9	70.8	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	4418	99.4	12.3	34.2	53.5	87.7	70.2	97.0	96.1
Gender									
Male	2302	99.2	16.5	38.1	45.4	83.5	63.2	97.0	96.0
Female	2116	99.6	7.8	29.8	62.4	92.2	77.5	97.0	96.3
Racial/Ethnic Group									
White	3534	99.4	9.9	33.5	56.5	90.1	79.1	97.0	95.9
African American	512	99.4	26.8	39.6	33.6	73.2	57.6	97.1	96.3
Asian/Pacific Islander	136	99.3	8.7	21.3	70.1	91.3	86.2	97.6	97.3
Hispanic	223	99.6	20.6	38.8	40.7	79.4	62.6	97.2	96.5
American Indian/Alaskan	13	92.3	16.7	41.7	41.7	83.3	68.7	96.8	94.9
Disability Status									
Disabled	471	97.0	52.2	32.1	15.7	47.8	26.1	96.5	95.2
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	54.7	99.9	96.5
Limited English Proficient									
Limited English	127	100.0	28.9	39.7	31.4	71.1	61.2	97.5	96.8
Socio-Economic Status									
Subsidized meals	807	99.4	31.8	41.2	27.0	68.2	58.9	96.4	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	755	99.9	7.9	23.1	69.0	92.1
	4	782	99.9	11.3	31.0	57.8	88.7
	5	694	100.0	8.0	33.7	58.3	92.0
	6	751	100.0	13.4	37.3	49.3	86.6
	7	736	100.0	14.6	38.0	47.4	85.4
	8	701	99.9	12.3	33.7	54.0	87.7
Mathematics							
2009	3	755	99.9	12.4	32.9	54.7	87.6
	4	782	99.9	8.7	37.9	53.4	91.3
	5	694	100.0	11.6	40.8	47.5	88.4
	6	751	100.0	16.6	40.1	43.3	83.4
	7	736	100.0	8.5	37.5	54.0	91.5
	8	701	99.9	15.8	35.5	48.7	84.2
Science							
2009	3	377	100.0	14.4	44.0	41.6	85.6
	4	782	99.9	11.8	56.6	31.6	88.2
	5	345	99.7	11.9	56.7	31.3	88.1
	6	376	100.0	18.2	54.9	26.9	81.8
	7	735	100.0	9.2	48.3	42.5	90.8
	8	350	99.7	12.8	45.0	42.2	87.2
Social Studies							
2009	3	379	100.0	6.3	31.3	62.5	93.8
	4	781	99.9	7.8	43.1	49.1	92.2
	5	349	100.0	11.0	39.5	49.6	89.0
	6	376	100.0	6.9	46.5	46.5	93.1
	7	735	100.0	16.6	33.3	50.1	83.4
	8	350	100.0	10.4	30.6	59.1	89.6
Writing							
2009	3	758	99.2	13.3	23.0	63.7	86.7
	4	781	99.2	10.2	34.0	55.8	89.8
	5	690	99.7	10.0	29.7	60.3	90.0
	6	750	99.2	15.8	38.6	45.6	84.2
	7	739	99.5	13.1	38.1	48.8	86.9
	8	700	99.6	11.4	42.2	46.4	88.6

Abbreviations for Missing Data

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HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	694	99.3	3.0	18.9	34.9	43.2	85.7	61.8	Yes	Yes
Male	331	99.7	3.4	22.2	38.8	35.7	83.1	57.4	N/A	N/A
Female	363	98.9	2.6	16.0	31.3	50.1	88.0	66.1	N/A	N/A
White	570	99.5	2.0	16.4	34.8	46.8	88.0	74.3	Yes	Yes
African American	78	97.4	8.2	35.6	35.6	20.5	75.3	44.9	Yes	Yes
Asian/Pacific Islander	15	100.0	N/A	20.0	26.7	53.3	86.7	77.4	I/S	I/S
Hispanic	26	100.0	13.0	30.4	34.8	21.7	56.5	50.3	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	47	100.0	14.9	57.4	17.0	10.6	48.9	19.4	No	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	12	100.0	16.7	50.0	25.0	8.3	41.7	38.5	I/S	I/S
Subsized meals	86	96.5	14.1	42.3	26.9	16.7	59.0	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	693	99.4	4.0	19.8	24.3	51.9	85.4	62.7	Yes	Yes
Male	331	99.7	4.0	20.0	22.2	53.8	84.6	61.8	N/A	N/A
Female	362	99.2	4.0	19.7	26.2	50.1	86.0	63.6	N/A	N/A
White	570	99.5	2.7	17.3	24.5	55.5	88.0	75.1	Yes	Yes
African American	77	98.7	12.3	37.0	24.7	26.0	65.8	45.1	No	Yes
Asian/Pacific Islander	15	100.0	N/A	6.7	20.0	73.3	93.3	83.8	I/S	I/S
Hispanic	26	100.0	13.0	34.8	26.1	26.1	73.9	58.5	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	47	100.0	25.5	38.3	25.5	10.6	51.1	21.8	No	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	12	100.0	8.3	41.7	16.7	33.3	75.0	52.3	I/S	I/S
Subsized meals	86	96.5	19.2	29.5	25.6	25.6	64.1	47.9	Yes	Yes

Physical Science (End-of-Course Performance by Group)

All Students	688	95.9	29.9	18.0	18.3	29.7	N/A	N/A	N/A	N/A
Male	326	96.0	31.6	16.3	14.4	33.7	N/A	N/A	N/A	N/A
Female	362	95.9	28.5	19.6	21.8	26.0	N/A	N/A	N/A	N/A
White	565	96.8	26.4	17.9	19.8	32.7	N/A	N/A	N/A	N/A
African American	77	92.2	54.5	18.2	9.1	10.4	N/A	N/A	N/A	N/A
Asian/Pacific Islander	15	100.0	26.7	N/A	20.0	53.3	N/A	N/A	N/A	N/A
Hispanic	26	84.6	42.3	23.1	11.5	7.7	N/A	N/A	N/A	N/A
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	41	95.1	70.7	9.8	4.9	9.8	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	12	100.0	58.3	16.7	16.7	8.3	N/A	N/A	N/A	N/A
Subsized meals	85	94.1	55.3	17.6	8.2	12.9	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2008	655	99.5	2.2	15.3	34.3	48.2	90.5	69.7
	2009	694	99.3	3.0	18.9	34.9	43.2	85.7	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	655	99.5	3.0	19.6	32.6	44.8	87.0	67.2
	2009	693	99.4	4.0	19.8	24.3	51.9	85.4	62.7

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.8%	0.0%	No
Student attendance rate, grades K-8	95.8%	94.0%*	Yes

* Or greater than last year
** Adjusted to account for natural variation in performance.